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ABSTRACT

St. Louis schools are served by five major programs funded by Title I of the Elementary Secondary Education Act of 1965. The Reading Improvement Teams help those children whose reading deficit is the greatest. Each team is composed of a principal, a reading assistant, a remedial reading teacher, a reading aide, and 10 classroom teachers. The Rooms of 15 program serves elementary schoolchildren who have difficulty in mastering basic skills. The program included 79 classrooms, each of which contained no more than 15 students, located at 34 sites. Lincoln High School was established for students who have serious difficulties coping in a regular high school. Each student is assisted in working out his academic and behavioral problems to the point where he can adjust to a regular high school, or alternatively, to vocational training or employment. The Work-Study high school was established for high school students in the Title I high school attendance areas who find a traditional academic curriculum unsuited to their needs and interests. The educational needs of children in parochial and private schools are addressed through the Title I nonpublic school program. During 1972-73, four Lutheran and 18 Catholic schools took part in the program. (Author/JM)

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REPORT ON

ESEA

TITLE I EVALUATION

FOR 1972-1973.

December 1973

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FOREWORD

St. Louis schools are served by five major programs funded by ESEA Title I. The 1972-73 evaluations of these programs are summarized in the following reports. Each report also briefly describes the program and its objectives, and is followed by a statistical summary of the data reported in the text. Additional information on these programs is available through the contact people listed on the section cover sheets or through the Division of Planning and Program Development.

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READING IMPROVEMENT TEAMS

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PROGRAM DESCRIPTION

For an elementary school student, performance in school depends largely on reading ability. Generally, insofar as a child has mastered reading skills, he will excel in other learning tasks. Conversely, the more slowly a child learns to read, the more seriously he may be impaired in other academic areas. In Saint Louis, teams of reading specialists work with classroom teachers in giving remedial help to elementary students who are having trouble learning to read. These Reading Improvement Teams (RIT) are in Title I elementary schools to help those children whose reading deficit is the greatest. The 1972-73 school year marked the second year of RIT operation; 95 teams located in 71 schools and branches served approximately 12,288 students in grades 1-8 this year.

To receive the services of an RIT, a child must be eligible and identified under State ESEA Title I guidelines for educational deprivation. To be eligible and identified, he must live in a Title I attendance area, have an IQ of at least 79, and be achieving below grade level according to the following scale: two months below the norm if he is in first grade, four months if in second grade, six months if in third grade, and so on. Reading achievement levels are determined by reading comprehension scores on the Gates McGinitie Reading Test for the primary grades and the Iowa Test of Basic Skills (ITBS) for the middle and upper grades. Any child meeting these criteria may participate in the RIT program.

Each Reading Improvement Team is comprised of a principal, a reading assistant, a remedial reading teacher, a reading aide, and ten classroom teachers. Volunteer workers and Career Opportunity Program (COP) aides also serve on some teams. The school principal serves as the team leader in assuring the efficient operation of the RIT in the school; he also determines the placement and scope of the services offered. The other members of the team provide the actual reading instruction. In addition to the reading team members, there are seven RIT guidance counselors and each school regularly receives the service of a social worker and nurse. Each team member has specific responsibilities that he assumes for the team. Together, team members identify student needs, assess student progress, and determine appropriate teaching techniques for individual students.

An RIT student receives assistance from members of the team. Since RIT is a supplementary program, the child still receives his basic reading instruction from his classroom teacher, who may have a COP aide to help tutor the students individually. The child receives remedial instruction from the *reading assistant*, who works with approximately 120 RIT students in groups of about ten. *Reading aides* help the reading assistant both by tutoring students and by assuming some non-teaching duties such as record-keeping and testing. The ten classroom teachers and the reading aide receive special help in broadening and improving their skills in teaching reading through on-site inservice sessions arranged by the reading assistant.

An additional 50 to 100 students, identified as those with the most serious reading problems, receive individual help from the *remedial reading teacher*, either singly or in a group of three to six students.

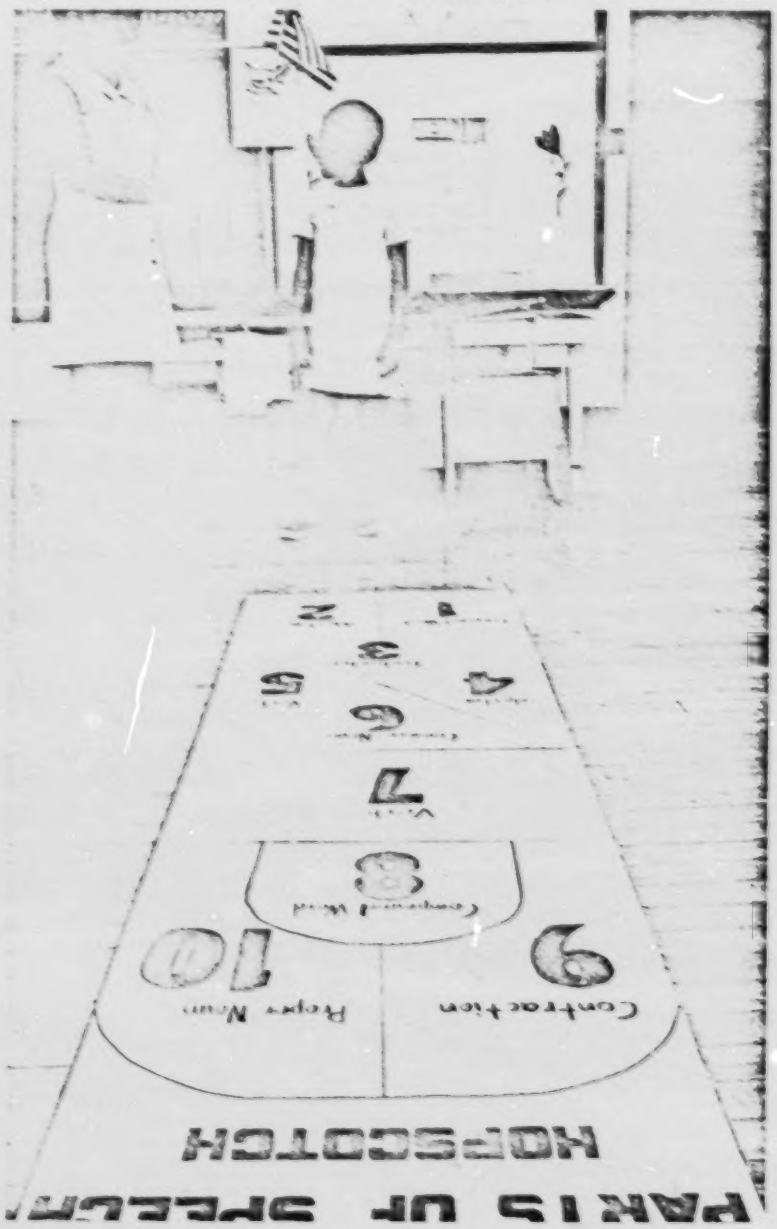
An RIT student with an academic, behavioral, health, or personal problem which seems to deter reading progress may be referred to an RIT guidance counselor by another team member or may seek assistance on his own. Counselors work with these students individually or in groups and also call upon resources ranging from the school social worker to community agencies.

The actual operation of the program varies with each RIT. Each team works out its own time-scheduling and use of school facilities and chooses the instructional materials that it will use. However, some general practices are common in RIT operations. Many teams select the same or similar instructional materials, including reading labs and kits,

workbooks, a variety of commercially available games, cassettes and listening centers. In 1972-73 some teams tried out reading support systems for the first time, including the +4 Program, Systems 80, and the Hoffman Reading Program. Reading assistants usually work with students in the classroom and in the school's reading center, if one is available. The remedial reading teachers generally meet with their students in the reading center or wherever they can find a place to work. Time schedules are often established to provide at least 2½ hours of weekly instruction per student for at least 30 weeks. According to the previous evaluation, this amount of time appears to produce the best reading achievement gain.

To ensure depth as well as breadth of remedial instruction, a variety of inservice activities are offered to RIT staff members. These activities also support the team aspect of the program by encouraging planning during after-school hours. Besides the on-site training provided by the reading assistant, inservice meetings are conducted during the year by Title I curriculum specialists. Saint Louis also has a Title I inservice center where workshops are held for RIT groups ranging in size from Title I city-wide staff to individual team members. Through the inservice activities, RIT staff receive opportunities to explore new reading materials, learn how to create their own materials, and learn new instructional techniques.

School-year activities are supplemented by an extensive Title I summer program. During 1973, this program had three major components: an instructional program for Title I public and nonpublic schoolchildren, two Title I reading clinics, and a series of workshops for Title I staff development. The instructional classes were held in 40 schools and 5 institutions for neglected and delinquent children; a total of 4,734 public and 421 nonpublic Title I students



were enrolled. Title I teachers provided instruction in language arts, reading, and math. Occasional field trips to local points of interest were also conducted.

Two Title I reading clinics, intended to instruct teachers in remedial reading diagnosis and teaching techniques, were also in operation during the summer of 1973. Thirteen Title I teachers participated in the clinics, for which they received six hours of college credit toward certification as reading specialists. As part of their training program, they provided remedial reading instruction to 31 elementary students. In addition, two media centers provided opportunities to develop skills in audio-visual and other instructional media.

Summer workshops for professional development were conducted both within districts and across districts. During the summer, district training sessions were generally conducted by Title I curriculum specialists; these sessions were held in the morning in conjunction with the instructional program. A total of 35 cross-district workshops were offered to Title I personnel; these were conducted in the afternoons and had a total enrollment of 669 staff members during the summer. The training sessions focused on teaching techniques that would be appropriate for use with students during the morning instructional sessions. Teachers thereby were able to try out and modify innovative practices in the classroom and get immediate student feedback on their effectiveness.

"Teams of reading specialists work with classroom teachers to help students learn to read."

PROGRAM EVALUATION

During January and February of 1973, the St. Louis school system experienced its first teacher strike. The strike caused a disruption in the continuity of instruction, cancellation of inservice training activities, and the postponement of testing until early June.

The 1972-73 school year was the second year of RIT operation. While each team set its own specific objectives, there were two broad program objectives: (1) to improve the reading skills of the identified students in Title I attendance areas with the greatest reading deficit and (2) to improve the remedial teaching techniques of classroom teachers whose students are in the RIT program.

In implementing the first objective, most teams set ten months gain in reading achievement as the expected gain in ten months time. Gains were measured by Spring-to-Spring reading comprehension scores on the Gates MacGinitie Test in grades 2-3 and the ITBS in grades 4-8. Since the Gates Test is not administered until the end of the first semester, no ten month gains could be computed for the 982 first graders in the RIT program. The total average reading gain for the 2,942 second and third grade RIT students was 8.9 months gain for the ten month school year. This gain falls short of the expected ten months gain. The third graders gained an average 9.9 months, only 0.1 month below expectation; however, the second grades average gain was 8.0 months, two months short of the expected ten months gain. For the 5,845 RIT students in grades 4-8, the total average gain was 9.8 months; this gain also is slightly below the expected ten month gain. See Table 1 at the end of this section for average gains by grade level. However, a control group, comprised of 71,078 eligible Title I students in grades 4-8 who were not in the RIT program, showed an average gain of 7.2 months, which is 2.6 months below the gain for comparable RIT students. Figure 1 shows these comparisons graphically. Thus, while the 4-8 grade RIT group did not reach the program goal in reading achievement gains, it

progressed at a considerably faster rate than the control group.

The second program objective was to improve remedial reading teaching techniques among RIT classroom teachers. The achievement of this goal was examined through a questionnaire distributed to principals, reading assistants, and classroom teachers. Each group was asked if the classroom teachers' remedial reading techniques had improved as a result of training from the reading assistant. On a 1-5 scale, with 5 indicating strong agreement, the average rating by principals was 4.1, by reading assistants 3.3, and by classroom teachers 3.7. Thus, principals seem to have the strongest conviction about improved techniques, while reading assistants are least positive about improvements. The teachers themselves perceived their improvement at a midpoint between the ratings of the other two groups. However, all ratings are toward the positive end of the scale; furthermore, these ratings are higher than those of last year, all of which clustered around the 3.0 mark.

The Reading Improvement Team evaluator concluded that this year's program continued to help Title I elementary students close the gap between their current rate of reading achievement and the expected rate according to national norms. Although reading gains this year fell short of the expected ten month gain, RIT students continued to progress at a faster rate than comparable non-RIT groups. The evaluator also stated that classroom teacher expertise in remedial reading teaching seems to improve through RIT inservice training sessions; more time might be devoted to making these sessions more available and suitable to classroom teachers.

Recommendations for 1973-74 include reducing the number of students served by the reading assistant from 120 to a range of 80 to 100 students, expanding the program by increasing the number of teams, facilitating more communication among team members, and encouraging principals to exert more leadership in the RIT program.

A separate evaluation was made for the 1973 summer program. Data on the summer activities was obtained chiefly through questionnaires and observations by the evaluator. The results of the questionnaires indicated a high level of enthusiasm among all participants in the program. The evaluator reported that this enthusiasm was observable in the workshop sessions. The content of the inservice sessions appeared highly relevant to the needs of the participants and many innovative and creative projects were developed in the course of the summer. Furthermore, the evaluator observed that the majority of the teachers who took part in the workshops was using the ideas and methods learned there in teaching reading skills to their students.

The Title I reading clinics were evaluated through teacher improvement as measured on a test of the skills taught during the course of the summer. All thirteen teachers showed professional growth in some areas, particularly in administering tests and knowledge of the purposes of oral reading.

The evaluator suggested the continuation of the summer program and possibly its extension from four to six weeks to allow additional time for planning and evaluating.

Number of students served:

12,288 regular year
4,765 summer

Staff:

135 reading specialists
98 reading aides
137 COP aides
7 counselors
822 classroom teachers

Locations:

Arlington
Banneker
Bates
Blair
Blewett
Bryan Hill
Carr
Carr Lane
Carver
Chouteau
Clark
Clark Branch No. 1
Clinton
Clinton Branch
Cole
Cole Branch
Columbia
Cook
Cote Brilliante
Curtis
Divoll
Dozier
Dunbar
Dunbar Branch
Eliot
Emerson
Enright Middle
Euclid
Farragut
Field
Field Branch
Ford
Ford Branch
Franklin
Gundlach
Hamilton
Hamilton Branch No. 1
Harrison
Hempstead
Henry
Hodgen
Howard
Howard Branch
Irving
Irving Branch
Jackson
Jefferson
Laclede
Lafayette
Langston
L'Ouverture
Madison
Marshall
Marquette
Mitchell
Mitchell Branch
Peabody
Pruitt
Riddick
Rock Spring
Simmons
Simmons Branch
Stevens
Stowe
Turner Middle
Washington
Webster
Wheatley
Williams
Williams Branch No. 1
Williams Branch No. 2
Wyman

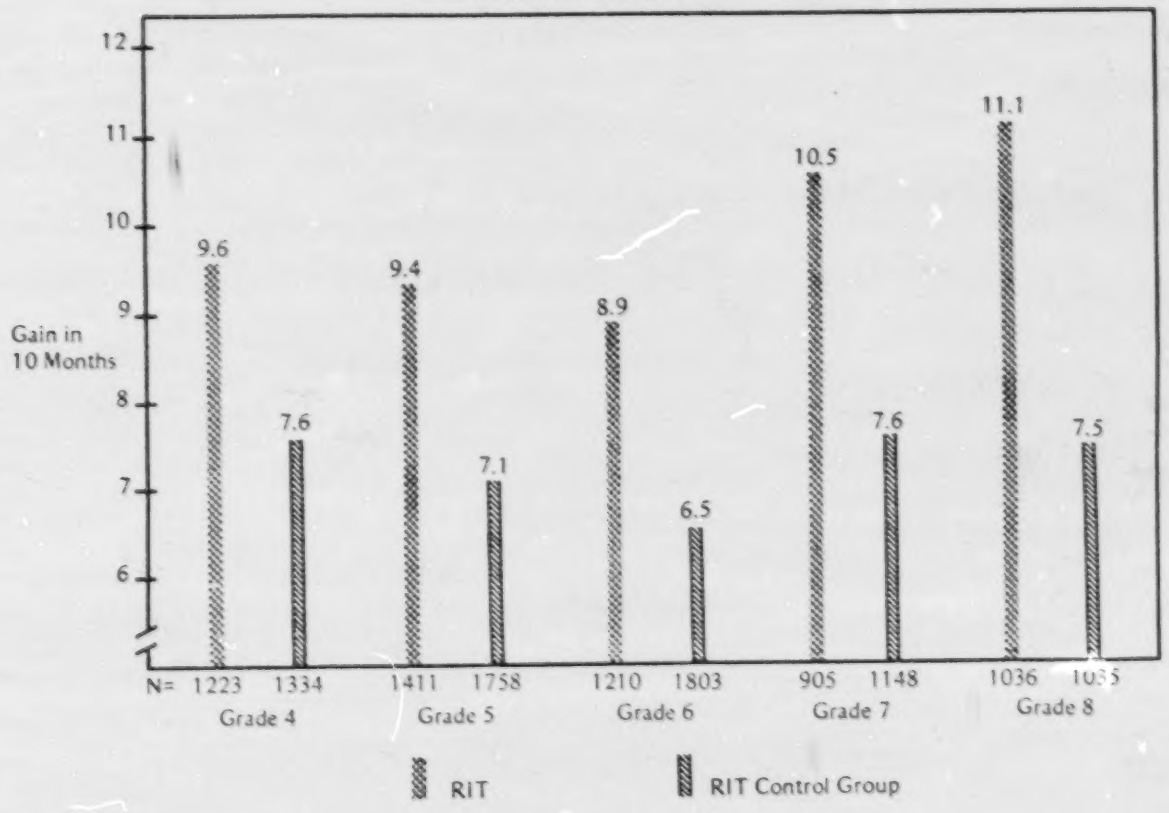
Table 1

10 Month Gains on Reading Comprehension Scores of RIT Students
Students present for both pre- and post-tests
Spring 1972–Spring 1973

Grade	No.	Grade Equivalent Pre-Test	Grade Equivalent Post-Test	Gain
1	982	----	1.90	---
2	1528	1.55	2.35	8.0
3	1414	1.99	2.98	9.9
4	1233	2.77	3.73	9.6
5	1411	3.50	4.44	9.4
6	1210	4.36	5.25	8.9
7	905	5.05	6.10	10.5
8	1086	5.51	6.62	11.1

Figure 1

Months Gain in 10 Months on Reading Comprehension Scores
RIT Students Compared With RIT Control Group
Spring 1972–Spring 1973



ROOMS OF FIFTEEN

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PROGRAM DESCRIPTION

The Rooms of Fifteen (R/15) program serves Title I elementary schoolchildren who have difficulty in mastering the basic skills of reading, language, and arithmetic. Too often these children are lost in the regular classroom, performing these tasks poorly or at a much slower rate than the so-called average child. In a regular classroom, a teacher usually has neither the time nor the resources to provide the individual remedial assistance they need. The Rooms of Fifteen program is designed to create a setting which allows a child to progress at his own rate of learning and to be guided individually to his potential level of academic performance.

The program is comprised of classrooms throughout the Title I districts, each of which contains no more than fifteen students. In 1971-72, there were 99 Rooms of Fifteen in the St. Louis schools. During 1972-73, due to a city-wide low enrollment, this number was decreased to 79 rooms. These rooms were located at 34 sites throughout four Title I school districts. The program served a total of 1,044 students enrolled in primary and middle grades.

Participants in the Rooms of Fifteen program are selected by criteria established by the State ESEA Title I Office. In order to participate in a Title I program, children must be eligible and identified. To be eligible, a child must live in a Title I attendance area. To be identified, he must be achieving below grade level in accordance with the following scale: four months below grade level if he is in second grade, six months below if in third grade, eight months if in fourth grade, and so on. He must also be free from any serious emotional problems. No child classified as EMR (educable mentally retarded) is eligible for the program; a minimum IQ of 79 is required for enrollment. In some instances, a child with an IQ between 71 and 78 is admitted to the program, based on the recommendation of his teacher and principal and with the approval of the Title I supervisor.

Once enrolled in the R/15 program, a child is assigned to a group, not according to grade, but according to his general level of achievement. Students performing at roughly the second or third grade level are put into primary units and those performing at roughly the fourth grade or above are included in intermediate units. Each child then begins a learning program especially suited to his educational needs. It begins at the point where his troubles began and moves according to his rate of progress. His teacher gives him individual attention in selecting those tasks which he is ready for and helps him understand his errors. Special materials are provided which enable him to test himself and plot his own progress. And his classmates take an interest in what he is doing, in a spirit of cooperation rather than competition. Thus, the R/15 classroom provides the interaction and flexibility that encourages the child to "catch up" academically. Each Room of Fifteen has its own atmosphere, its own set of selected materials. Although these materials may be similar in type, they are specifically adapted to each child's individual program.

In 1972-73, there was also some use of special auxiliary materials. Two new reading support systems, the +4 Reading Booster Program and the Fountain Valley Teacher Support System, were implemented in some Rooms of Fifteen. One school also established a Toy/Game Center to enable R/15 children

to borrow toys and games to take home and share with their families. In addition to these experimental programs, the Reading is FUNdamental (RIF) program was continued for the second year; through the RIF program children receive free paperback books to increase their reading interest and to form a foundation for their own home libraries.

Teacher training is an integral part of the Rooms of Fifteen program. This year all 79 R/15 teachers received inservice training in remedial reading techniques. Inservice sessions were conducted by Title I curriculum specialists, principals, evaluation staff, and the Title I supervisor. Saint Louis hosts an Inservice Center for Title I staff; here seven workshops were provided for R/15 participants. Each workshop was repeated at least once to give all R/15 staff members a chance to attend. Workshop topics included how to motivate reluctant students, informal diagnosis and prescription of learning problems, and how to deal with disruptive behavior in the classroom. R/15 teachers also attended Title I inservice sessions during the summer.

The 1972-73 R/15 program also provided the part-time services of a psychologist, who worked with those students whose learning problems seemed to be psychologically related. This service had been provided the previous year and had been extensively used. This year, however, the psychologist devoted most of her time to working directly with teachers. In this way, she could provide help for groups of children with similar problems and help the teacher deal with problems in the classroom. Individual attention was given to those students who needed help beyond the classroom setting. These students were referred to the psychologist for individual testing and treatment throughout the year.

The psychologist also helped teachers determine activities to help build self-confidence in the R/15 child. R/15 staff members had previously noted that their students seemed to lack self-esteem; they appear to regard themselves less positively than they regard their peers. To examine this observation, the psychologist helped administer a Self-Concept Inventory to see if there was any difference between R/15 and regular classroom children regarding self-concept and to measure any significant change in self-concept during the school year. This test was administered to a pilot group of 39 R/15 students and 86 students in regular classrooms.

PROGRAM EVALUATION

The basic goal of the Rooms of Fifteen program is to help low-achieving students become successful learners. Their academic progress is measured by achievement gains, as reflected on standardized test scores. This year, the main R/15 program goal was for R/15 students to achieve an average reading comprehension gain of ten months in ten months time, in accordance with the national norm. Gains were measured by Spring-to-Spring test scores on the Gates-MacGinitie Reading Test for grades one through three and the Iowa Test of Basic Skills (ITBS) for grade four and above. State guidelines require achievement gains reported by grade. The ITBS was also administered to second and third grade R/15 students on an experimental basis. However, only seven month gains were available from the ITBS scores and they are not reported here.

Among the primary students present for both testing sessions, the average achievement gain was 9.3 months, slightly below the expected ten months gain. The intermediate grades fared somewhat better, scoring an average gain of 9.9 months, only 0.1 month below the norm. (See Table 1 at the end of this section for test results by grade level.) The fourth and sixth graders showed gains well above those of the control group and the city-wide gains for comparable groups. Figure 1 presents the comparisons between test

gains of R/15 students and the average gains for the city and Title I attendance areas. One factor that may have confounded achievement gains this year was a month-long teachers' strike in January and February, during which classes were not in session.

The previous year's evaluation had recommended that a similar study of achievement gains be conducted for former R/15 students who had returned to the regular classroom. To see if students maintain the rate of achievement they show in the R/15 setting, the evaluator compiled and tabulated ITBS gains for 876 former R/15 students in grades 4-8. The overall composite gain for this group was 7.0 months, which shows a decline in their rate of achievement; this decline was also evident in subtest scores. The only students who maintained a ten months gain beyond their R/15 participation were the former R/15 students currently in the 8th grade, whose composite average showed a gain of 11.8 months in ten months time. The evaluator recommended that this longitudinal study be continued to determine whether this trend is sustained over a longer period.

In addition to the achievement objective, the Rooms of Fifteen program set two other city-wide objectives for 1972-73: (1) R/15 students will maintain a 94% average attendance record; (2) each R/15 teacher will hold two parent conferences for each of his students. Both of these goals were met. The overall attendance rate was 94.1% for R/15 students and each teacher held two or more parent conferences for each of his R/15 children.

The 1972-73 evaluation also considered the new experimental programs introduced into the Rooms of Fifteen program. At the beginning of the year, the +4 Reading Booster Program provided intensive reading instruction for participating fourth grade R/15 students. Achievement results from 1971-72 had indicated that students at the fourth grade level seem to lag behind other students in achievement gains. The +4 Program was implemented to bring minus-fourth grade readers to a plus-four level through a multimedia approach toward developing word perception, sound-symbol relationships, and comprehension skills.

The second supplementary reading program was the Fountain Valley Teacher Support System, an instructional system which measures student reading achievement in terms of ability rather than in terms of national achievement norms. The system is ungraded and concentrates on phonetic analysis, structural analysis, vocabulary development, comprehension, and study skills. In 1972-73, the program was introduced in eight R/15

classrooms and all eight teachers reported that the system was valuable as a teaching aid. They were particularly pleased that the lessons were individualized and could be self-administered and self-scored; thus, the student received immediate feedback on his performance of each task.

The third experimental program was the Toy/Game Center at one of the R/15 schools. For many children from economically solvent families, classroom activities are indirectly reinforced at home through toys and games that review basic concepts and strengthen perceptual, visual, and motor skills. These toys and games are not always available to children in economically deprived Title I areas. To give these children more access to recreational materials, a Toy/Game Center was established in one R/15 building. The specific intent of the program was to lend toys and games to R/15 children, who could take them home and share them with their families. Toys were donated by volunteer workers during the year; 94 students participated in the program, which served eight R/15 classes. Oral comments and opinionnaire results indicated that teachers and volunteers felt that the Center provided a valuable means of interaction between home and school.

For the second year, the Reading is FUNdamental (RIF) program was conducted through the R/15 classrooms. The RIF program is an auxiliary service designed to stimulate the student's desire to read by providing him with five free paperback books of his own selection. The program was initiated in eight R/15 buildings during the 1971-72 school year and expanded to 23 schools during 1972-73. The books were distributed by RIF volunteers who worked in coordination with the Library Services staff. These volunteers also served as storytellers and discussion leaders. A total of five distributions were made in each location. This year a total of 3,225 books were distributed among approximately 566 students. The evaluator reported that the RIF program was met with enthusiasm by teachers and students, according to oral comments and opinionnaire results. Teachers reported that student reading was catalyzed as a result of the program and that both students and volunteers enjoyed the storytelling sessions. Student reaction was also favorable; 83% of all responses on the opinionnaire were positive.

Seven inservice workshops were held for R/15 staff members; cumulative enrollment in the workshops was 370. Each workshop was evaluated by the participants' responses to a questionnaire. Of those who wrote comments on the questionnaire, 97% responded favorably to the training they had received. Responses also indicated that the R/15 staff would like more input into the selection and planning of inservice programs; the program evaluator included this suggestion as one of the recommendations for next year's program. No separate evaluation of R/15 participation in the summer inservice program was requested, but the general response to the summer activities was that they profitably improved Title I teacher expertise.

Finally, the program evaluation looked at the psychological services offered through the Rooms of Fifteen program. During 1972-73 the psychologist worked with 20 teachers and 39 individual students in modifying inappropriate student behavior in the classroom. Conferences were held with 50% of the parents of students receiving psychological help; the social worker was also consulted as needed.

The results of the Self-Concept Inventory, which was used on an experimental basis, were reported by the psychologist. After the first testing at the beginning of the school year, the mean score of the R/15 group was compared with the mean score of the control group. The analysis indicated that the Rooms of Fifteen students scored significantly lower than their peers. According to the second testing at the end of the school year, neither group showed a significant change in self-concept. These results are shown in Tables 2 and 3 at the end of this section. The evaluator suggested that this study be replicated next year to test the reliability of the instrument used.

In summary, the Rooms of Fifteen program evaluation portrays the program as operating efficiently and suggests the extension of the program next year. Specific recommendations include limiting program eligibility to students with an IQ of 80 or above and using the new primary level forms of the ITBS to provide uniform measures of achievement gains. Furthermore, efforts should be made to involve parents in as many program activities as possible. In general, however, the program should continue much as it is, remaining open to innovations and change as the need occurs.

"The Rooms of Fifteen program creates a setting which allows a child to progress at his own rate of learning and to be guided individually to his potential level of academic performance."

Number of students served:

1,044

Staff:

79 teachers
5 supervising teachers
1 psychologist (part-time)
6 clerks
5 custodians
1 teacher-aide (second semester)

Locations – 79 classes in the following schools:

Arlington
Banneker
Blair
Blewett
Carr Lane
Carver
Clark Branch No. 2
Clinton
Clinton Branch
Cole
Cook Branch
Curtis
Divoll Branch
Dunbar
Euclid Branch No. 1
*Field
Franklin
Hamilton Branch No. 2
Hamilton Branch No. 3
Harrison
Hempstead Branch No. 1
Henry
Irving
Jackson
Jefferson
Laclede
Lafayette
L'Ouverture
Madison
Marquette
Rock Spring
Stowe
Webster
Wyman

* Closed March 30, 1973, due to illness of R/15 teachers.

Table 1

Average Achievement Gains in Ten Months
For Rooms of Fifteen Students
Students present for both pre- and post-tests
1972-73

Grade	Number	Grade Equivalent Pre-Test	Grade Equivalent Post-Test	No. of Months Average Gain in 10 Months
Gates-MacGinitie Reading Test Scores for Grades 1-3				
1	37	1.4	2.0	6.0
2	135	1.6	2.5	9.0
3	235	2.0	3.0	10.0
ITBS Composite Scores for Grades 4-6				
4	211	3.11	4.18	10.6
5	66	4.05	4.81	7.6
6	191	4.71	5.69	9.8

Table 2

Self-Concept Inventory
Mean Scores by Sub-Category, Pre-test 1972

Sub-Category	R/15 Mean Score N=39	Control Mean Score N=86	t value*
Peer	11.89[1]	13.74	3.54[2]
School	12.00	14.54	3.89
General	12.74	14.01	2.79

Table 3

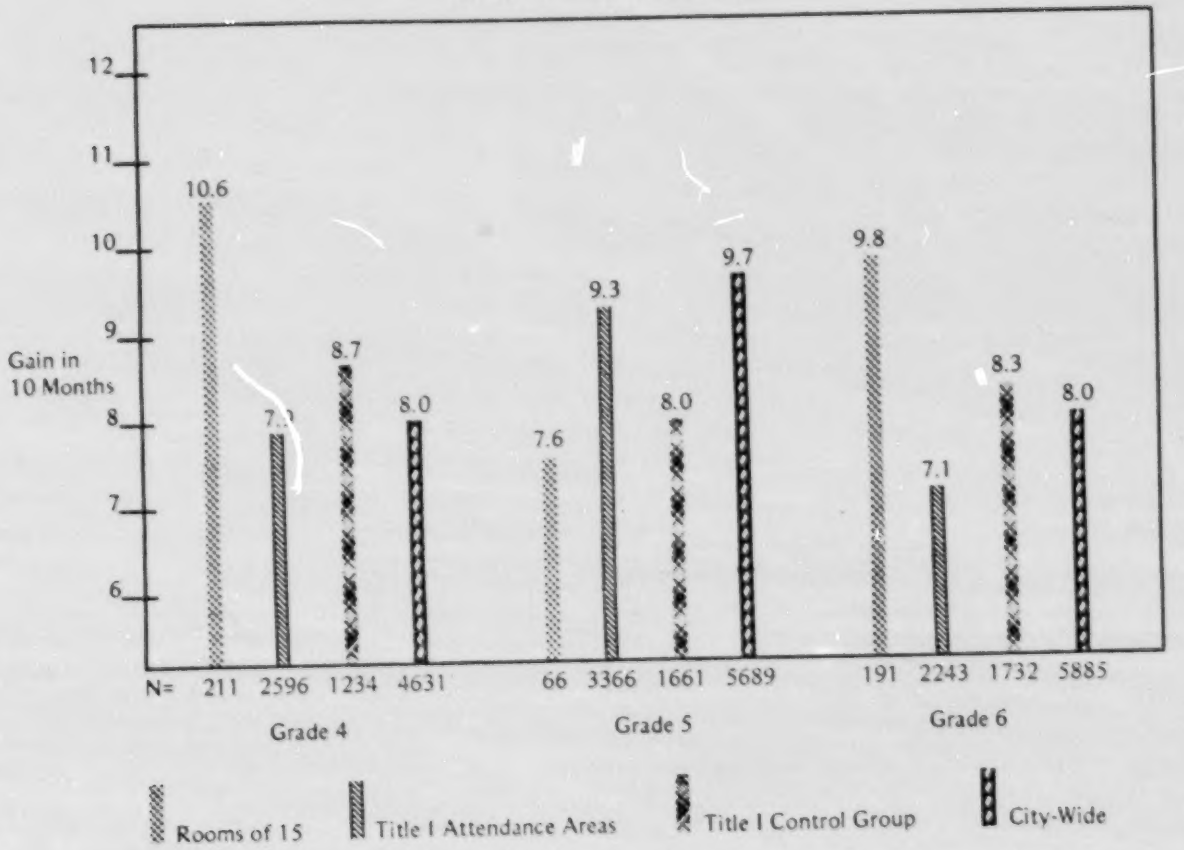
Self-Concept Inventory
Mean Differences Between Pre- And Post-Test Scores by Sub-Category
Students present for both pre- and post-tests

Sub-Category	R/15 Mean Difference N=39	Control Mean Difference N=86	t value*
Peer	.35	- .22	1.00[3]
School	-.41	-1.23	1.17
General	-.23	- .04	- .32

*These values are used to determine statistically significant differences between the two sample groups.
[1]Scores were tabulated by counting one point for each answer indicating a positive self-concept. Each category contained 20 items; thus, the highest possible score was 60.
[2]The t values for all three categories are significant at the .01 level, i.e., there is a 1% or less probability that the difference is due to chance.
[3]The t values for these categories are not statistically significant.

Figure 1

Comparison of Gain on Composite Scores
Iowa Tests of Basic Skills
Rooms of 15 Middle Units
With City-Wide, Title I Control Group and Title I Attendance Areas
Students present for both pre- and post-tests
Spring 1972–Spring 1973



LINCOLN HIGH SCHOOL

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PROGRAM DESCRIPTION

Lincoln High School was established for students who have serious difficulties coping in a regular high school. Because it is funded by Title I, participation is limited to students who live in Title I high school attendance areas. At Lincoln, each student is assisted in working out his academic and behavioral problems to the point where he can adjust to a regular high school, or alternatively, to vocational training or employment.

Students who come to Lincoln are usually referred by their high school principals in conference with parents and school staff. Typically, these students have exceptional learning difficulties due to nonattendance, poor motivation, or disruptive behavior patterns. Their school records generally show little academic success and chronic problems in relationships with teachers and other students.

The capacity enrollment of the school is 288 students, but enrollment figures vacillate during the year due to withdrawals, transfers, drop-outs, new referrals, and other factors of transiency. During 1972-73, a total of 395 students received instruction at Lincoln for varying lengths of time. Enrollment did not exceed 225 students at any given time. Although the program serves students in grades 9 through 12, approximately 90% of those enrolled are at the 9th or 10th grade academic level. However, Lincoln students have serious problems with school and many of them are not educationally prepared to do high school work. Many need remedial instruction, especially in the basic skills.

Class size at Lincoln is limited to 10-12 students so that personal attention can be given to individual students. Also, each teacher is certified in special education as well as in his academic area. Course offerings include language arts, math, social studies, typing, industrial arts, home economics, art, and a work-study program. This year, a preparatory program for the General Education Development (GED) examination was also implemented. The course is designed for students who are at least 18 years old, but have acquired 12 or fewer high school credits. It is unlikely that these students will accumulate enough credits for graduation, but through the GED program they may be able to score at twelfth grade equivalency on the GED examination.

Because student problems at Lincoln are not strictly academic, a large amount of time is devoted to counseling of students. There are four counselors and two social workers assigned to Lincoln who keep attuned to individual problems that impinge on school adjustment. Students spend two and a half class periods per week in group counseling sessions and also receive personal attention in individual conferences with the school staff.

As Title I personnel, Lincoln staff members have the opportunity to participate in summer programs funded by Title I. This year's summer project was curriculum revision. Twenty-one Lincoln staff members spent nineteen days reviewing and reworking the Lincoln curriculum.

"At Lincoln, each student is assisted in working out his academic and behavioral problems to the point where he can adjust to a regular high school, or alternatively, to vocational training or employment."

PROGRAM EVALUATION

Current and previous evaluations of the Lincoln program have shown that students who remain at Lincoln for one or more semesters generally show dramatic improvement in attendance and academic achievement. Similarly, citizenship grades are significantly better than those earned in the regular high school. This year, for example, 82 students who had 23.2 mean absences during their last semester at a regular high school showed a significant drop in absenteeism to 14.2 mean absences during their first semester at Lincoln. However, when Lincoln students return to their regular high schools, many revert to their former patterns of nonattendance. Records for 46 students who returned to the regular high schools in September, 1972, showed that the number of absences significantly increased from an average of 8.2 absences at Lincoln to 17.5 absences at the regular high schools. The trend of improved attendance at Lincoln and loss of this improvement upon return to regular schools has been consistently observed in comparable studies of Lincoln students during the past two years.

The transient nature of the Lincoln population is evident not only in attendance records, but also in the fluctuating enrollment during the year. Of the 395 students who were at some time enrolled at Lincoln during 1972-73, 43.5% were still enrolled at the end of the year, 13.6% had returned to regular high schools, 20.3% had withdrawn from the program, and 22.5% had dropped out. This data is presented diagrammatically in Figure 1 at the end of this section. The category of withdrawals generally includes transfers to other educational programs or departures for reasons partly or totally beyond the student's control, for example, for health problems. In the drop-out category are students who leave school by choice. Of the 89 students who dropped out of the program during 1972-73, 50 did so because of nonattendance or lack of interest. There was an increase in the number of drop-outs this year in comparison with the last two years of the program. A comparison of the number of drop-outs by category for these three years is given in Table 1.

The focus of the 1972-73 evaluation of the Lincoln program was a review of the curriculum, including course offerings, staff, and the possible inclusion of a co-curricular or extra-curricular program. On the periphery of curriculum, the success of the supplementary GED and work-study programs was considered. Finally, the evaluator looked at student attendance, the physical plant of the school, and the adjustment of students who were returned to regular high schools. The methods of evaluation included classroom observations, teacher and student interviews, and analyses of student records.

Courses at Lincoln appear traditional in nature, but the small class size allows more individual instruction than that in a regular classroom. Group activities are integral to some classes, such as language arts, but in other areas, such as mathematics, typing, industrial arts, and art, instruction is highly individualized. This year mini-courses in language arts were initiated to allow students to choose their own special interest topics for individual study. More such courses are recommended for 1973-74.

The evaluator found that classes at Lincoln were generally active and quiet with most students orderly and attentive. Those few students who were inattentive usually did not disturb the other students. Staff members reported that listless students often had personal problems attributable either to insufficient rest at home or the use of various drugs.

One suggestion in the evaluation was the expansion of curriculum offerings. No increase in staff would be required if class size were increased to 14 or 15 students. In fact, the irregular enrollment rate, the relatively high absenteeism, and the frequent pulling out of students for conferences usually reduce the actual number of students in attendance for a given class. Thus, class size could be

reasonably increased with little loss in individual instruction.

Expanded course offerings would provide a needed diversity in meeting the demands of those students with records of chronic academic failure. Oftentimes, these students are assigned to courses that they have already taken at a regular school but failed. About half the students interviewed seemed to feel that some courses are too elementary and lack the academic rigor to challenge them. More alternative courses might provide more opportunities for students to demonstrate their abilities and experience academic success. Furthermore, additional curriculum would also alleviate the problem of the student who has exhausted the limited Lincoln curriculum, but is not yet able to adjust to a regular high school. Teachers and students suggested the following areas as desirable additions to the current curriculum: science, physical education, music, drama, business, shorthand, foreign language, speech, and health.

Another suggested revision was the reduction of the language arts and typing requirements. Currently, students are required to take a double period of language arts each day and must complete a course in typing. The evaluator felt that this use of time is not justifiable in terms of student interest or achievement, and that this class time might be more productively used.

Most of the teachers and students interviewed stated that the development of a well-organized extra-curricular program could make a significant contribution to the Lincoln program. Among the activities named were intramural sports, dramatics, and modern dance. It was generally felt that after-school activities could help students learn to voluntarily assume responsibilities, could improve student-staff relationships, and could offer enjoyable recreational outlets for Lincoln students.

One problem in the development of an extra-curricular program would be the physical facilities available at Lincoln. The building has no gymnasium, grounds, or other facilities that could be used for physical education or recreational activities. Other space problems include inadequate office space lacking in privacy, limited working areas in industrial arts and art classes, and a small overcrowded library.

The 1972-73 evaluation also reviewed the procedures for returning students to regular schools. A recommendation for a student to reenter a regular high school is based on his performance at Lincoln, rather than his apparent ability to succeed in regular school conditions. The evaluator points out that adjustment to the special climate at Lincoln may not necessarily imply adjustment to a regular school setting. At Lincoln, for example, students must remain on school premises during lunch periods, are not assigned homework, and do not take textbooks home with them. Yet these are situations they must face responsibly at their home schools.

Student records of those returned to regular school in September 1972 indicate that some may have prematurely left the Lincoln program. Of the 59 students who returned, 35, or 59%, had had ten or more absences during their last semester at Lincoln. Furthermore, the absenteeism rate increases significantly when students return to regular schools. In terms of academic adjustment, 24, or 43%, of the students who returned earned

at least 75% of the academic credits they attempted during their first semester back in a regular high school. The limited academic success of returned students, in conjunction with the increase in absenteeism, suggests that Lincoln might better serve some of its students by giving them the option of remaining at the school for a longer or indefinite time. Teacher and student opinions echoed the desirability of optionally extending the Lincoln experience.

Finally, the evaluator considered the GED and work-study programs. During 1972-73, the GED program was implemented on a trial basis. Twelve students enrolled in the program; however, only one passed all the phases necessary to obtain equivalency certification. Furthermore, during the time lag between the administration of the test and the notification of test results, students were reluctant to continue attending classes. Therefore, the decision was made to discontinue the GED program.

The work-study program is designed to concentrate on reinforcing the personal responsibilities of employment, rather than the development of specific vocational skills. During 1972-73, a total of 117 students were involved in the program for varying lengths of time. Reports from employers indicated that thirteen students worked successfully throughout the school year; another twelve were successfully employed for at least one semester. Other students were successfully employed for shorter periods of time; however, tabulations were made only for those students who completed at least one semester on the job. In fourteen cases, students were fired from jobs, and 18 quit without notice to their employers. There were also 29 employed students who withdrew from Lincoln or returned to their regular high schools during the year; employer reports for these students were generally favorable while they were employed through the Lincoln program.

A separate evaluation was conducted for the curriculum revision project undertaken over the summer. Through observations and questionnaires, the evaluator found that participants were enthusiastic and productive: 84% reported that they had accomplished what they had hoped and 95% felt that sufficient time was allowed for completion of the project. The staff completed revisions for the first semester 1973 and reported plans for continuing to develop curriculum during the fall term.

In summary, the evaluator made the following recommendations:

1. The current curriculum needs review and revision, and should be made more flexible. Specific suggestions included more course offerings and additional individualized minicourses.

2. The policies and criteria used to determine the return of students to regular high schools should be reviewed.

3. The development of an extracurricular program should be initiated in September 1973.

4. Serious consideration should be given to the transfer of the Lincoln program to another building with more adequate facilities for physical education, offices, etc.

5. Alternatives to the current Lincoln program as presently structured should be explored.

Number of students served:

225

Staff:

1 principal
1 assistant principal
19 teachers
4 counselors
1 work coordinator
2 social workers
1 librarian
1 library clerk
1 nurse
4 clerks
1 security guard
2 custodians

Location:

Lincoln High School

Figure 1

Disposition of 395 Students Who Were Enrolled
For Varying Lengths of Time in the Lincoln Program
During the 1972-73 School Year

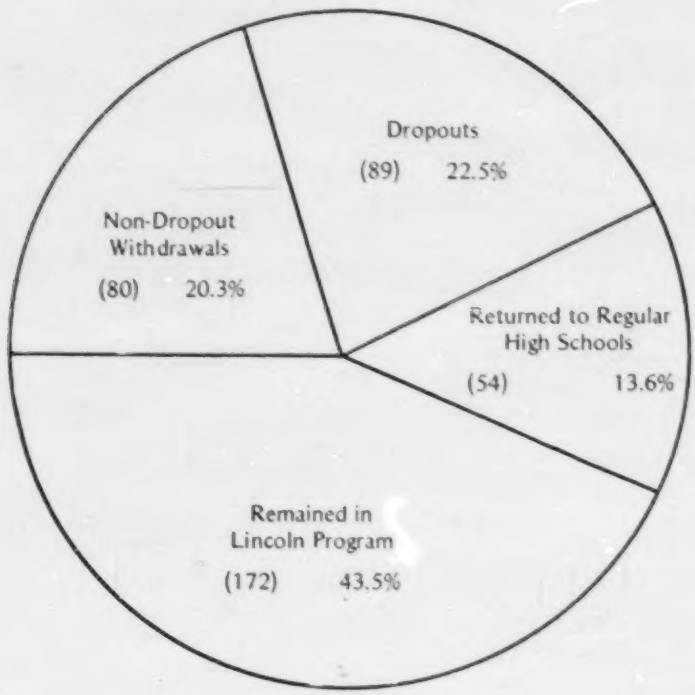

Table 1

Reasons for Dropouts Among Lincoln Students
During the 1970-71, 1971-72 and 1972-73 School Years

Reasons	1970-71	1971-72	1972-73
Moved/Not Attending School	1	0	0
Pregnancy/Not Attending School	2	0	1
Suspension/Not Reassigned	19	5	3
Entered Armed Services	7	11	8
Entered Verified Employment	4	4	15
Needed at Home	0	3	1
Lack of Interest	27	15	24
Non-Attendance	10	12	26
Marriage	0	0	0
Reason Unknown	6	6	11
Total	76	56	89

WORK-STUDY HIGH SCHOOL

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664-1111

PROGRAM DESCRIPTION

In 1970, a Work-Study High School (WSHS) was established in Saint Louis for high school students in the Title I high school attendance areas who find a traditional academic curriculum unsuited to their needs and interests. Such students usually show little interest in their educational program and often have school records marked by poor attendance and low academic achievement; many drop out of school before graduation. The WSHS student body is composed of young people from six Title I areas, where student attrition rates are particularly high. The program encourages students to stay in school by offering them an education which equips them with specific job skills, as well as a high school diploma.

To enroll at the Work-Study High School, a student must live in a Title I high school attendance area. He must be past the age of compulsory school attendance; in Missouri, a child is legally required to attend school until the age of 16. Finally, there must be evidence that he possesses the intellectual and physical capabilities to successfully complete the academic and training requirements of the WSHS program. Enrollment is completely voluntary, although in some cases a student may be encouraged to enter the program by his high school counselor and principal. The school has the capacity to serve approximately 260 students.

Students who choose the work-related curriculum provided at WSHS are assigned to one of five occupational fields in the three general areas of automotive repair, business, and foods. The five fields are: small engine repair, automotive repair, distributive education, business education, and food service and management. Assignment is made according to student interest and program capacity. In addition to his vocational studies, each student takes academic courses in English, math, and social studies. These courses are conducted within each occupational department in a manner that relates course content to the students' vocational program. Academic courses are credited and can be applied toward graduation requirements. During 1973-74, students will also be able to earn academic credit through "contract" courses, which allow guided independent study related to a required or elective course. Eight contract courses were developed by WSHS staff this year and will be implemented in 1973-74. Students acquire any remaining requisite credits at their home high schools after completing the WSHS program. All students are officially regarded as members of their home high schools, even while attending WSHS, and actually graduate from these schools rather than from the Work-Study High School.

The physical facilities of the WSHS were designed to accommodate the school's unique combination of educational programs. Each of the three major vocational departments is housed in a separate building which contains at least three classrooms, a counseling room with an enclosed office, and a shop area for work experience. There is also a restaurant on the premises, operated by students as part of food service/management training, where lunch is served to the public (usually school personnel) four days of the week.

The WSHS program recognizes that part-time employment can be a strong motivation for students to remain in school, particularly for those with economic needs. If a WSHS student meets specific criteria for job placement and is recommended by his instructor and counselor, he may be placed on a part-time job outside school. These jobs are usually located through the work coordinator or the distributive education instructor. Student progress on the job is monitored through employer reports and staff/student conferences.

PROGRAM EVALUATION

The 1972-73 school year was the third year of operation for WSHS in St. Louis. Student enrollment was 208; most of these participants were high school juniors and seniors. The 1972-73 evaluation considered three major components of the WSHS program: curriculum and academic performance, work experience, and postgraduate employment.

Because WSHS is a program for a special type of student, academic objectives are specifically related to the basic skills needed in a given vocational field. During the last two years, the staff has been responsible for developing curriculum objectives for WSHS courses and for determining student success in attaining these objectives. Each instructor established performance objectives appropriate for his area of instruction. These objectives are performance-based and the teachers have the prerogative to revise them if necessary. The teacher is thereby given a large degree of flexibility in meeting the needs of his students.

To measure student academic performance, the evaluator considered the total percentage of objectives met in each course. Performance was placed in one of three categories: achieved, marginally achieved, or not achieved. The average percentage of objectives achieved in 1972-73 was 68.8%. This is a 3.5% decrease from the previous year. Marginal achievement was 22%, an increase of 1.7%. And 9.3% of the objectives were not achieved, a 1.8% increase over 1971-72. An exception to this general trend was in the Food Service program: four of the seven courses in this area showed an increase in achieved objectives. One problem in interpreting these trends is the lack of any coordinated definitions for the three categories of achievement. Also, the revision of objectives may have had some impact on performance measurement. Therefore, the evaluator made two recommendations: first, that operational definitions be formulated for the three categories of achievement; seond, that the trend of achievement for each particular objective be studied to determine any need for curricular revisions.

Another curricular objective was the development of "contract" courses which allow credited independent study for students who have individual credit-related academic problems. Through a "contract" course, a student can meet the performance objectives of a required or elective course, while working independently under the guidance of a WSHS instructor. Two "contract" courses were completed during the first semester and six during the second semester. These courses included United States history, family living, business English, consumer economics, merchandising, and distributive education. Teachers worked independently in developing the content of courses. The evaluator recommended that future development of "contract" courses be based on an established priority of identified student needs.

The second area of evaluation was student work experience. This area was moni-

tored through conferences with the students and employer reports. The bases for job placement are identified in the work experience objectives. They state that, insofar as possible, students should be placed in fields related to their areas of training. A student might be placed on an unrelated job for economic reasons or to learn responsible work habits, but such placements should be kept to a minimum. Furthermore, whenever possible, students should be placed on jobs in which more than one possible career option could be explored.

Due to the job shortage in the St. Louis area, the placement of students on jobs was limited. However, the evaluator reported that those students who were placed generally had a successful work experience. During the first semester, the work-study coordinator placed 42 students on jobs; during the second semester, 37 students were placed by the work-study coordinator and 25 by the distributive education instructor, for a total of 62 employed students. Each employer was asked to file a report, rating the performance of each of his work-study employees. Forty-five percent of these reports were returned the first semester; the second semester return was 100%. The ratings for the second semester showed that, of the 62 students placed, 46 (74%) were rated above average, 12 (19%) average, 4 (6%) below average, and 1 (1%) unsatisfactory. These ratings were generally based on student effort to develop positive attitudes toward the work ethic, for example, on whether he maintained a good attendance record, reported to work on time, and worked well with others.

A major concern in job placement was the correlation between area of training and field of employment. The distribution of jobs and the relation to area of training are shown in Table 1. During the first semester, 70% of the employed students were placed in jobs related to their areas of training; 72% of all second semester placements were training-related. The placement of automechanics students in training-related jobs was particularly difficult. The evaluator recommended that an effort be made to increase the number of training-related placements for this group.

The final work experience objective expressed the need to correlate vocational training with post-graduate employment success. One WSHS goal is to produce students able to obtain and maintain permanent employment after graduation, except those continuing their education or entering the armed services. The achievement of this objective was measured through a follow-up study of 1971 and 1972 graduates. Each graduate (or a responsible adult with personal knowledge) was contacted for a telephone interview. In this way, information was gathered from 97 of 173 graduates (56.1%). According to those contacted, 58.8% of the graduates were currently employed, 24.7% were attending college, technical training schools, or junior

"Work-Study High School encourages students to stay in school by offering them an education which equips them with specific job skills, as well as a high school diploma."

college, and 12.4% had entered the armed services. These areas account for 95.9% of the graduates contacted. Placement for small engine/automotive repair graduates in jobs related to WSHS training appears very difficult, both while in school and after graduation. The evaluator suggests that curricular alternatives be explored in areas for which placement is problematic. A second recommendation was for the replication of the follow-up study next year to establish whether the same relationships continue among graduates of different departments.

During the summer 1973, a curriculum revision project was in operation at WSHS. Seven staff members (three teachers, two counselors, one librarian, and a principal) made revisions in stenography; medical, secretarial, and clerical programs; and food service. They also developed activities to improve group guidance services and the Media Center. The evaluator contacted the staff personally, gave them questionnaires, and asked to see copies of the developed curriculum. Six staff persons returned the questionnaire; the principal summarized staff activities and reported that those involved had been enthusiastic and productive. Two revised curricula were given the evaluator as completed products. The questionnaire indicated frustration at the amount of work to be done in the short period of time; generally, the staff had hoped to accomplish more than they did. Five of the six indicated that they did not feel that there had been sufficient time to accomplish their goals. Two people commented that this type of working situation was excellent for communication and cooperation with other staff members.

In general, the WSHS evaluation for 1972-73 noted a decrease in student achievement from previous years which is, perhaps, partly attributable to lack of uniform criteria for success. However, the limited number of students placed in part-time jobs for the most part received favorable employer reports. Despite the constraints of the present job market which inhibit the success of any work-study program, the Work-Study High School program continued its effort to relate academic development to vocational training.

Number of students served:

208

Staff:

17 teachers
1 teacher-aide
1 principal
1 assistant principal
3 counselors
1 work coordinator
1 librarian
2 social workers
1 nurse
1 security guard
2 custodians
4 food service employees
1 food service employee (part-time)
5 clerks

Location:

Work-Study High School

Table 1

WSHS Student Job Placement as Related to Training
1972-73

Area of Training:	Total Number Placed	Placement Related to Training		Placement Not Related to Training	
		Number	Percent	Number	Percent
Automechanics	24*	15	62.5	9	37.5
Business Education	22	21	95.5	1	4.5
Food Services	41	33	80.5	8	19.5
Distributive Education	25	16	64.0	9	36.0
Total:	112	85	75.9	27	24.1

*Double listing of 3 students who held 2 jobs each.

NONPUBLIC SCHOOLS

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PROGRAM DESCRIPTION

Services to educationally disadvantaged children in Saint Louis are not restricted to those who attend public schools. The educational needs of children in parochial and private schools are addressed through the Title I nonpublic school program, which is administered through the public school system. Students are eligible for the services of this program if they meet two criteria: they must live in a Title I attendance area and must be achieving below grade level in accordance with the guidelines of the State ESEA Title I Office. During the 1972-73 school year, Missouri law restricted the aid that could be offered to nonpublic schools to educational materials and equipment, and inservice teacher training and instruction outside regular school hours. Regular meetings are held between the Nonpublic School Council and the public schools to ensure compliance with Title I guidelines and to maintain communications between public and nonpublic schools.

During 1972-73, four Lutheran and eighteen Catholic schools took part in the nonpublic school program. There were three components to the program: a regular instructional program, a Saturday and after-school program, and inservice training for nonpublic teachers of Title I students. The instructional and inservice components also operated during the summer of 1973. During the school year, a total of 1,519 nonpublic students in kindergarten through twelfth grade received services made available through Title I funds. A group of 421 students received additional instruction during the summer.

The nonpublic schools share the primary goal of the Title I public schools: to improve the basic skills of low-achieving eligible and identified students through individual or group instruction, using equipment and materials purchased with Title I allocations. In addition to this general objective, each nonpublic school established its own specific objectives for 1972-73. Most schools aimed toward an increase in reading and/or mathematics achievement for its Title I students in an effort to bring them closer to the level of achievement expected at their respective grade levels. Many schools also expected to improve student motivation and to foster independent study habits.

The regular instructional part of the nonpublic program consisted of special remedial services offered during the regular school day by nonpublic teachers. Title I funds supplied additional equipment and materials to help nonpublic teachers meet the aggravated educational needs of Title I students. In most cases, a Learning Center was established at the school. Here children were tutored individually or in small groups by nonpublic teachers and teacher aides. In some schools, materials were used with identified Title I students in the regular classrooms. Most schools had a storage area where equipment and materials were kept overnight and could be signed out by participating teachers during the day. Audiovisual materials were also available for use by the nonpublic schools that participated in the program. They were housed in the audiovisual department of the public schools and offered on a loan basis. Delivery and pick-up service for these items was provided through Title I.

Saturday and after-school instruction gave additional help to nonpublic schoolchildren who had particular difficulty in reading and mathematics. Instruction was organized through four nonpublic school Instructional Centers. Each center arranged transportation for the children who participated. Instruction was held at the centers after regular school hours and on Saturdays; occasional field trips were also arranged. The staff at each center included an administrator, teachers, and teacher aides; in addition, the four centers shared the services of a mathematics consultant and a reading consultant. There was one adult for approximately every four students, a ratio that encouraged personal attention to specific learning needs. A variety of materials purchased through Title I was used at the center, as well as games and

materials developed by the teachers.

Besides the Instructional Centers, this program component included a speech therapy program which was conducted during March, April and May of 1973. Clinical assistance for 27 students with speech difficulties was provided at nine schools.

The third component of the nonpublic program was inservice teacher training for Title I teachers. A workshop on "Developing Positive Attitudes and Feelings" was held twice during the school year; approximately thirty-five nonpublic school teachers participated.

The 1973 summer program was held during four weeks in July and consisted of two parts. The first part was an instructional program offered at four nonpublic schools for children eligible for Title I services. The purpose of the program was to sustain the achievement gains made during the school year. Forty teachers and twenty aides guided instruction in reading and mathematics each morning of the four-week session. In addition, each group of students went on a field trip once a week to local points of interest; these trips were correlated with learning activities in the classroom.

The second part of the summer program was devoted to inservice training for 23 nonpublic teachers at nine schools. These teachers spent four weeks developing individualized learning packets for remedial reading, mathematics, and language arts classes. Materials for the packets were purchased through Title I funds and three consultants were made available to help design the packets. Each teacher spent 75 to 90 hours in creating these materials and many piloted them with eligible and identified Title I children in an effort to refine them for classroom use in the fall.

PROGRAM EVALUATION

Each component of the nonpublic school program for 1972-73 was evaluated separately. The primary means for evaluating the *regular instructional program* was the measurement of achievement gains in reading and mathematics made by the nonpublic Title I students. In past years, not all nonpublic schools used the same test for measuring student achievement. Previous evaluations have noted the resulting difficulty in determining the specific educational benefits of Title I services to nonpublic schoolchildren. During 1972-73, for the first time, all elementary students who were above the second grade level and who were attending a nonpublic Title I school were tested, using a standardized measure of achievement. The Iowa Test of Basic Skills (ITBS) was used for grades three through eight; students were tested in the fall of 1972 and again in the spring of 1973. Achievement data for the two participating high schools were not available because of the closing of one school and the questionable nature of test results from the other.

On the basis of the ITBS scores, the

achievement gains in mathematics and reading were tabulated for Title I recipients in grades 3-8 who were present for both testing sessions. These gains are given in Table 1 at the end of this section. The average gain in reading for the 587 students tested was 4.68 months of gain in 6 months time; the average gain in math for 435 students tested was 3.70 months in 6 months time. These results are approximately comparable to gains by nonpublic students with the same degree of educational deprivation, but not eligible for Title I assistance. Thus, while the Title I student gains were greater than or equal to gains by other educationally deprived nonpublic students, they did not approach the desired objective of the public schools' program of a month gain for each month of school. The only students who did maintain this rate of achievement were the fifth graders, who averaged six months of reading achievement gained in six months time.

The evaluator also observed program activities at participating schools and interviewed nonpublic program staff. The Learning Centers were found to promote individualized instruction and the school staffs seemed satisfied that Title I support was improving the quality of instruction in nonpublic schools. In past years, there has been a problem in assuring that only eligible students use Title I materials; this is a State requirement. The evaluator felt that this problem was alleviated to some degree during 1972-73. In general, the evaluator reported that the nonpublic schools are trying to adhere to the guidelines prescribed and are cooperating well with the public school system.

The *Saturday and after-school program* was evaluated on the basis of student attendance records, evaluator observations and interviews, and questionnaire responses. Data on attendance was available for three of the Instructional Centers and indicated that daily attendance was high, averaging more than 80% at each center. The evaluator reported some problems at the outset of the program, namely, the late arrival of some equipment and materials, lack of teacher expertise in using some materials, and problems with the administration of tests. Once the staff became familiar with the materials, however, the instructional program ran smoothly. Testing continued to be a problem and, as a result, the data collected was questionable and not included in the evaluation.

Questionnaire responses revealed that staff members almost unanimously felt that the program was enriching for themselves and their students. Many indicated that the materials available and the low student-staff ratio contributed to the overall success of the Instructional Centers. Problem areas mentioned on the questionnaires included testing and inservice training. Better organized testing procedures and additional training in the use of new equipment and materials were two suggestions which frequently appeared in staff comments. Evaluator recommendations embodied these suggestions and also called for generally more organized planning for the Saturday and after-school program.

The *inservice workshop* on "Developing Positive Attitudes and Feelings" was evaluated through a questionnaire administered to thirty participants. Their responses were generally favorable, with over two-thirds indicating that the workshop was well organized, was conducted by a knowledgeable person, and enabled teachers to interact with ease. The recommendation of the evaluator was for a continued inservice program, with minor modifications in the scope and scheduling of future workshops.

A separate evaluation was conducted for the nonpublic *summer program*. The evaluation of the instructional program was based on attendance rates, questionnaire responses, and evaluator observations and interviews. The evaluator reported good interaction between staff and students, marked by enthusiasm and a personal concern of teachers for students. It was also noted that the school resource centers were active and well equipped with a variety of materials.

Forty teachers and twenty teacher aides responded on the questionnaire. Over 90% rated the materials and the working arrangements as excellent or good. There was some disagreement on the ideal pupil-teacher ratio, with suggestions ranging from 1:4 to 1:10.

"The nonpublic program shares the primary goal of the Title I public schools: to improve the basic skills of low-achieving eligible and identified students through individual or group instruction."

One recurrent comment was that some of the materials were too difficult for their students. The most common single comment, however, was that the program was beneficial and should be continued in subsequent years. The participating principals were also asked to evaluate the summer session by assessing the improvement of teacher skills. Three of the principals responded and stated that they felt teachers could transfer expertise developed through the summer experience to the regular classroom.

Nonpublic school teachers also responded favorably to the summer inservice program. Responses on every questionnaire rated the training as excellent or good in terms of improving teaching technique. By the close of the session, each teacher had completed at least two learning packets, and some teachers had developed as many as eight or ten. All teachers stated that they planned to use their packets in their classrooms during the regular school year. The teachers made several suggestions for program improvements, including provision of more pretraining sessions and better arrangements for the piloting of learning packets.

The evaluation of the nonpublic program for 1972-73 can be summarized as basically a report on the continuing improvement of delivery of Title I services to nonpublic schools in Saint Louis. One major improve-

ment was the introduction of a single standardized test to measure student achievement in elementary grades. The need for more inservice training in the use of Title I materials and equipment was the most recurrent request from participating teachers. In general, the nonpublic schools continue to cooperate with the public schools in providing quality remedial instruction to Title I students.

Number of students served:

1,519 regular year
421 summer

Staff:

1 audiovisual supervisor (part-time)
1 bus driver (part-time)
3 aides (summer only)

Locations:

Central Lutheran	St. Leo – C.C.C.	St. Francis Xavier	St. Matthew
Markus	Compton Heights	Project Door	St. Nicholas
Trinity	Holy Guardian Angels	St. Joseph Croation	St. Roch
Zion	Holy Name	St. Mark	St. Rose
St. Bridget – C.C.C.	St. Alphonsus High School	St. Mark High School	Visitation–Holy Ghost

Table 1

6-Month ITBS Gains in Reading and Mathematics Achievement
For Nonpublic Title I Students
Students present for both pre- and post-tests

Reading

Grade	Number	Average Grade Equivalent Pre-Test Score	Average Grade Equivalent Post-Test Score	Average Gain In Six Months
3	100	1.8	2.3	5
4	105	2.3	2.7	4
5	114	2.6	3.2	6
6	111	3.0	3.4	4
7	73	3.2	3.7	5
8	84	3.6	4.0	4
Total	587			4.68

Mathematics

Grade	Number	Average Grade Equivalent Pre-Test Score	Average Grade Equivalent Post-Test Score	Average Gain In Six Months
3	48	1.8	2.3	5
4	96	2.4	2.9	5
5	85	2.8	3.1	3
6	82	3.2	3.6	4
7	63	3.5	3.7	2
8	61	3.8	4.1	3
Total	435			3.70